

Douglas Elementary

215 S.E. Diggs Road
Trenton, S.C. 29847

Grades	K-5 Elementary School	
Enrollment	254 Students	
Principal	Sammie L. Williams	803-275-1752
Superintendent	Dr. Sharon W. Keesley	803-275-4601
Board Chair	Sallie Cooks	803-663-6539

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	53	50	3

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Average	N/A
2003	Average	Average	No
2004	Average	Average	Yes
2005	Average	Average	Yes

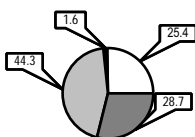
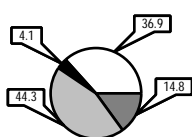
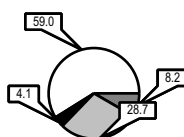
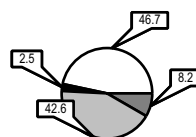
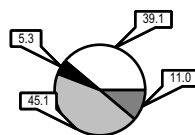
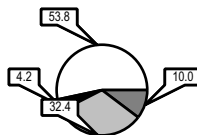
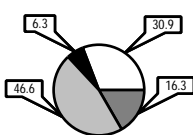
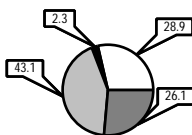
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	138	98.6	24.2	43.5	28.2	4.0	42.7	Yes	Yes
Gender									
Male	81	97.5	27.1	45.7	21.4	5.7	35.7		
Female	57	100.0	20.4	40.7	37.0	1.9	51.9		
Racial/Ethnic Group									
White	36	97.2	15.2	45.5	33.3	6.1	54.5	I/S	I/S
African American	94	98.9	28.6	44.0	23.8	3.6	36.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	90	100.0	11.9	46.4	39.3	2.4	54.8		
Disabled	48	95.8	50.0	37.5	5.0	7.5	17.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	138	98.6	24.2	43.5	28.2	4.0	42.7		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	132	98.5	24.4	43.7	27.7	4.2	42.9		
Socio-Economic Status									
Subsidized meals	113	98.2	26.3	44.4	24.2	5.1	38.4	Yes	Yes
Full-pay meals	25	100.0	16.0	40.0	44.0	0.0	60.0		

Mathematics – State Performance Objective = 36.7%									
All Students	138	98.6	35.5	43.5	14.5	6.5	35.5	Yes	Yes
Gender									
Male	81	97.5	37.1	42.9	14.3	5.7	35.7		
Female	57	100.0	33.3	44.4	14.8	7.4	35.2		
Racial/Ethnic Group									
White	36	97.2	21.2	48.5	18.2	12.1	54.5	I/S	I/S
African American	94	98.9	40.5	40.5	14.3	4.8	29.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	90	100.0	23.8	48.8	21.4	6.0	45.2		
Disabled	48	95.8	60.0	32.5	0.0	7.5	15.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	138	98.6	35.5	43.5	14.5	6.5	35.5		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	132	98.5	34.5	43.7	15.1	6.7	36.1		
Socio-Economic Status									
Subsidized meals	113	98.2	37.4	41.4	16.2	5.1	34.3	Yes	Yes
Full-pay meals	25	100.0	28.0	52.0	8.0	12.0	40.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	138	98.6	57.3	29.0	8.1	5.6	13.7
Gender							
Male	81	97.5	58.6	25.7	8.6	7.1	15.7
Female	57	100.0	55.6	33.3	7.4	3.7	11.1
Racial/Ethnic Group							
White	36	97.2	39.4	39.4	9.1	12.1	21.2
African American	94	98.9	65.5	22.6	8.3	3.6	11.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	90	100.0	46.4	36.9	10.7	6.0	16.7
Disabled	48	95.8	80.0	12.5	2.5	5.0	7.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	138	98.6	57.3	29.0	8.1	5.6	13.7
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	132	98.5	57.1	28.6	8.4	5.9	14.3
Socio-Economic Status							
Subsidized meals	113	98.2	58.6	28.3	7.1	6.1	13.1
Full-pay meals	25	100.0	52.0	32.0	12.0	4.0	16.0

Social Studies							
All Students	138	97.8	44.7	42.3	8.1	4.9	13.0
Gender							
Male	81	96.3	43.5	39.1	8.7	8.7	17.4
Female	57	100.0	46.3	46.3	7.4	0.0	7.4
Racial/Ethnic Group							
White	36	94.4	28.1	50.0	12.5	9.4	21.9
African American	94	98.9	52.4	38.1	6.0	3.6	9.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	90	100.0	34.5	51.2	11.9	2.4	14.3
Disabled	48	93.8	66.7	23.1	0.0	10.3	10.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	138	97.8	44.7	42.3	8.1	4.9	13.0
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	132	97.7	44.9	42.4	7.6	5.1	12.7
Socio-Economic Status							
Subsidized meals	113	98.2	47.5	40.4	7.1	5.1	12.1
Full-pay meals	25	96.0	33.3	50.0	12.5	4.2	16.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	32	100.0	12.5	50.0	37.5	N/A	37.5
	4	50	100.0	22.0	54.0	24.0	N/A	24.0
	5	56	98.2	40.0	45.5	14.5	N/A	14.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	37	100.0	18.2	42.4	36.4	3.0	39.4
	4	43	100.0	30.8	35.9	33.3	0.0	33.3
	5	58	96.6	22.9	54.2	20.8	2.1	22.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	32	100.0	31.3	46.9	21.9	N/A	21.9
	4	50	100.0	36.0	50.0	12.0	2.0	14.0
	5	56	98.2	47.3	43.6	3.6	5.5	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	37	100.0	36.4	51.5	9.1	3.0	12.1
	4	43	100.0	28.2	43.6	23.1	5.1	28.2
	5	58	96.6	41.7	41.7	12.5	4.2	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	37	100.0	63.6	36.4	0.0	0.0	0.0
	4	43	100.0	51.3	23.1	17.9	7.7	25.6
	5	58	96.6	60.4	29.2	6.3	4.2	10.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	37	100.0	51.5	42.4	6.1	0.0	6.1
	4	43	97.7	39.5	39.5	18.4	2.6	21.1
	5	58	96.6	45.8	47.9	2.1	4.2	6.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 254)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	10.2%	Up from 7.1%	3.8%	3.0%
Attendance rate	96.3%	No change	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	19.1%	Up from 17.5%	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	22.1%	Up from 19.0%	3.9%	3.2%
Eligible for gifted and talented	9.6%	Down from 9.9%	6.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.9%	Up from 17.5%	8.3%	8.2%
Older than usual for grade	5.9%	Down from 9.1%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	37.5%	Down from 40.0%	50.0%	52.6%
Continuing contract teachers	91.7%	Up from 88.0%	81.2%	83.3%
Highly qualified teachers	91.7%	Up from 83.3%	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	1.1%	0.0%
Teachers returning from previous year	92.9%	Down from 93.0%	85.6%	87.0%
Teacher attendance rate	87.6%	Down from 95.3%	94.9%	95.0%
Average teacher salary	\$38,895	Up 2.6%	\$40,899	\$41,703
Prof. development days/teacher	10.9 days	Up from 8.7 days	12.9 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Up from 13.7 to 1	17.7 to 1	18.8 to 1
Prime instructional time	82.1%	Down from 90.6%	89.3%	89.8%
Dollars spent per pupil*	\$9,261	Down 2.9%	\$6,746	\$6,242
Percent of expenditures for teacher salaries*	64.5%	Up from 63.3%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.1%	Up from 95.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	93.3%		89.4%	
Highly qualified teachers in high poverty schools	91.7%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-05 school year was a very successful one with many challenges. This success was made possible by excellent cooperation and teamwork that involved parents, school staff and the community. The most significant achievement was meeting our "adequate yearly progress" required by the No Child Left Behind act.

The school maintained an "average" absolute rating based on the results of positive test scores and compliance with state and federal requirements. However, we must continue to work hard in the pursuit of academic excellence.

The school again received a Teacher Retraining Grant. Through the grant, many of our teachers participated in math and reading workshops during the year.

We were fortunate to offer an after-school Homework Center. Forty percent of the students participated.

Even though improvements have been made, there are many challenges ahead as we strive to provide the best possible education for our students. With your support, we will continue to make progress.

Sammie L. Williams
Principal

Robert Jackson
School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	38	24
Percent satisfied with learning environment	100.0%	91.9%	83.3%
Percent satisfied with social and physical environment	95.8%	88.9%	79.2%
Percent satisfied with school-home relations	62.5%	91.9%	79.2%

*Only students at the highest elementary school grade level at this school and their parents were included.